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ABSTRACT

This occasional paper describes the development of physical education (PE) in further education (FE) in Great Britain since 1945, and suggests the need for a more systematic approach to curriculum development in this area. Section I reviews the development of PE in FE and identifies major issues and possible future developments. The document traces the growth of the subject from its original recreative/competitive basis through its specific courses, health education, its service and community roles, vocational preparation, and leisure courses. The complexity of tasks now confronting PE teachers, the paper argues, makes staff development a critical issue. Section II of the paper, by describing a possible approach to curriculum development, is a staff development document for those interested in innovation in this area. Three main categories of PE work are postulated: specialist, servicing/educational, and recreative. The document presents these categories in an operational model of curriculum development and describes the implications and skills arising from the model. Rationale, constraints, provision, and evaluation make up the suggested framework that surrounds the three main categories of work. The paper concludes with the hope that those involved in PE curriculum will find this model a useful introduction. (KC)

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An FEU Occasional Paper

PHYSICAL EDUCATION IN FURTHER EDUCATION

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PHYSICAL EDUCATION IN FURTHER EDUCATION

The need for a systematic approach to curriculum development

Elizabeth Jackson (Huddersfield Technical College)
Doug Neate (Charles Keene College)
Joan C. Walshaw (Huddersfield Technical College)

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Chief Education Officers
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Press and Other Interested Institutions/ Individuals

Dear Sir/Madam

PHYSICAL EDUCATION IN FE

Attached is an Occasional Paper by Jackson, Neate and Walshaw, (Physical Education lecturers in Further Education) describing the development of PE in further education since 1945, and suggesting the need for a more systematic approach to curriculum development in this area.

In their Introduction the authors state that the aim of the paper is to "bring together development in physical education within the rapidly changing environment of further education".

Section I of the paper reviews the development of PE in FE, and identifies major issues and possible future developments. They trace the development of the subject from its original recreative/competitive basis through its specific courses, health education, its servicing and community roles, to vocational, vocational preparation and leisure courses. The complexity of tasks now confronting PE lecturers, they argue, makes staff development a critical issue.

Section II of the paper by describing a possible approach to curriculum development, is in essence a staff development document for those interested in innovation in this area. Three main categories of PE work are postulated: Specialist, Servicing/ Educational and Recreative. The authors put these categories into an operational model of curriculum development and describe the implications and skills arising from the model. Rationale, Constraints, Provision and Evaluation comprise the suggested framework that surrounds the three main categories of work, and the authors conclude with the hope that those involved in PE curriculum will find their model "a useful introduction".

The FEU is pleased to publish this document as a first paper in this somewhat hitherto neglected but vital area of FE provision. It should at least stimulate discussion in this area and it is hoped that teacher trainers and curriculum innovators will use it as a basis for staff development. The FEU will be pleased to receive suggestions as to how more work can be done in this area to enhance the status of the subject and its tutors and to enrich the curricular provision for a wider range of clients.

In the meantime we would like to acknowlege the initiative and effort put into this document by Liz Jackson and her colleagues.

Yours faithfully

Jack Mansell

JACK MANSELL
Chief Officer

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INTRODUCTION

The aim of this occasional paper is to satisfy a need, highlighted at various national and regional conferences, for a document which brings together developments in physical education within the rapidly changing environment of further education.

It identifies pressures for, and some of the issues arising from curriculum changes; looks forward to possible future developments and suggests a strategy for implementing the necessary curriculum development.

This paper should be of value to several groups:

PE lecturers in further education involved in curriculum development - placing their developments in context and challenging them to look to the future;

PE lecturers in further education not yet involved in curriculum development - providing both information on courses and suggested guidelines on the curriculum development process;

advisers, inspectors and college principals - who may not have considered the full role which can be played by the subject within further education;

general audience of teachers in schools, sixth form colleges, adult education and higher education who may be looking at the development of a comprehensive philosophy for this subject.

Copies of the syllabuses discussed in the main text are available on request from the Further Education Unit.

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SECTION 1

A SYNOPSIS OF PHYSICAL EDUCATION

CURRICULUM DEVELOPMENT WITHIN FURTHER EDUCATION

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I. A SYNOPSIS OF PHYSICAL EDUCATION CURRICULUM DEVELOPMENT WITHIN FURTHER EDUCATION

BACKGROUND

1. Colleges of Further Education hold their mandate through the auspices of the 1944 Education Act which made it a requirement of every local education authority to secure the provision for their area of adequate facilities for further education in the form of:

   a) full time and part time education for persons over compulsory school age; and

   b) leisure time occupation, in such organised cultural training and recreative activities as are suited to their requirements, for any persons over compulsory school age who are able and willing to profit by the facilities provided for that purpose.
   (HMSO Education Act 1944 Section 41)

2. Each authority develops its service around policy statements issued by the Department of Education and Science with reference to the industrial and commercial background of the area in which the college is situated. The variety of course provision arising from colleges' attempts to provide for local needs highlights the distinctive features of further education. Students can be full time, part time, day release, block release or a combination of attendance patterns. A wide spectrum of abilities must be catered for ranging from students with special needs to students undertaking 3 'A' levels.

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(1) See FEU Guidance Note 3 - Curriculum implications of the 21-hour rule - part-time education for the unemployed.
DES Administrative Memorandum 3/84 - Further Education For Unemployed People under the "21 Hours Rule".
FEU Research Project 201 - Developing guidance on rules governing study by social security benefit claimants. (More details available from FEU).

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Although recent developments have concentrated on 16-19 year olds, further education colleges cater for the full age range from 16 plus upwards. Courses vary in both their length and funding, many recently being adapted to cater for students taking advantage of further education under the '15-21' hour rule,[1] whereby supplementary benefit can be claimed if attendance and work on courses is below set hours per week.

3. Traditionally, physical education provided a service to students based on recreational activities which could be easily adapted to cope with the differences outlined above but which perpetuated the school's traditional emphasis on performance. Despite the considerable alienation produced by this approach, the problem was often compounded by the subject being a compulsory timetabled activity. Many students who had made decisions between institutions and courses were then faced with a 'fait accompli' regarding their involvement in physical activity.

This compulsion was incompatible both with the basic ethos of further education and with the limited performance-based aspects of the subject being offered at that time.

Physical Recreation and Competition

4. In broad terms the traditional programme in further education has been based on the twin pillars of physical recreation and competition. Students were offered a wide range of physical activities including sports, dance and outdoor pursuits on either an 'elective optional' basis or as a timetabled class activity. These activities were staffed by qualified physical educationalists or coaches employed on a full-time or part-time basis. The justification for such a programme rested on its intention to achieve such objectives as:

Skill development in selected activities;

Promoting interest in activities which may be continued in adult life;

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Providing an outlet for aggression or a diversion from sedentary classroom work.

5. PE staff catered for the competitive/representational aspect of activities in a variety of ways, usually as extra curricula activities. Most colleges arranged internal student competitions, promoted a variety of sports clubs often with membership of local leagues and organised matches with other local schools, sixth forms, colleges and polytechnics. Interestingly the development in 1977/78 of a national sports competition for colleges - British Association for Sport in Colleges (BASIC) - was proposed and supported by the Association of Principals in Colleges (APC). The objectives of BASIC illustrate the primary concern for competitive sports participation -

2.1 To promote fellowship and goodwill through participation and competitive sport in Further Education .....

2.3 To improve sporting opportunities for students in Further Education' (2)

6. The focus of the work undertaken by PE staff rested solely on the practical performance aspects of the subject. This was reinforced by a little known publication from the Association of Teachers in Technical Institutions (ATTI) in 1968 (3) which defined the contribution physical education could make to the further education college in terms of :

Service to the college;

The recreational function;

Service to the community - including commercial usage of facilities;

The academic educational function - emphasising physical education as part of the general educational process.

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(2) see BASIC National Handbook 1982/3

(3) Physical Education in Further Education

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Unfortunately the lack of a professional association for the subject within further education effectively prevented the distribution and discussion of the document among interested colleagues.

7. Although there is no denying that both physical recreation and competitive sport can make a very valuable contribution to college life, do they represent the only contribution that physical education can make to students in further education?

Pressure on the Traditional Programme

8. The need to explore possible answers to the question posed above became more urgent in view of general developments occurring within the further education service. Economic stringency in the late 1970's and the consequent need to trim budgets caused colleges of further education to scrutinise both courses and other services to students. Even established courses central to the vocational role of colleges came under review and hence it was not surprising that recreation programmes and representative sport were now often regarded as non-essential. Whilst PE sections were praised for their past contributions to college life their future survival was recognised as depending on a fuller integration into the vocationally oriented curriculum of the college.

INITIAL DEVELOPMENT: EXPANSION WITHIN TRADITIONAL COURSE PROVISION

9. Colleges who became involved in the process of reviewing and evaluating their work began to identify areas in which the needs of the students on traditional PE courses were not being met by the current programme. To that extent the initial developments tended to take place within the framework of the traditional FE tripartite course provision - academic, vocational and training. Courses which were devised to satisfy student needs made use of the field of knowledge related to physical education as well as its performance aspect. This permitted staff the opportunity to use previously redundant theoretical knowledge in a relevant, meaningful way. An examination of the three most important areas of PE development at this time indicates the nature of this field of knowledge and reflects the pervasive influence of other factors affecting individual course development.

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Pre-Diploma Course

10. This name stems from the Diploma Courses in Physical Education which used to be available for physical education specialists. Pre-Diploma Courses were offered as relevant preparation for PE teacher training although they were also considered suitable for those wishing to follow careers in physiotherapy, remedial gymnastics, the armed forces, the police force, local recreation services and degree study within related aspects of physical education. In the absence of 'O' or 'A' Level physical education courses, students opted to combine an 'A' level course with the Pre-Diploma course thus ensuring adequate qualifications for entry to higher education with the benefits of specialist study in their chosen subject.

11. Consultations with colleges of education, higher education and polytechnics indicated support for such courses and produced guidelines for content and course design. The influence of discussions such as these was reflected in the selection of theoretical areas to be studied. It was important that these should not duplicate the first year work in higher education but provide students with an introduction to the disciplines which represent the core theoretical areas in an academic study of physical education. These included:

i) an understanding of a variety of activities, their structure, strategies and techniques;

ii) ways of classifying activities; gymnastic, game, athletic or sport, outdoor pursuits, dance, health related fitness;

iii) an understanding of the demands put on people by activities; physiology, biomechanics, skill acquisition, health-related fitness;

iv) use of activities to meet individual needs; motivation, participation, kinds of satisfaction;

v) organisation and administration; ranging from the provision of facilities at national and local level to an examination of sport and cultural values.

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12. The practical component of the course involved students taking part in outdoor games, indoor games, outdoor pursuits, aquatics, dance and gymnastics. Their development within these categories was assessed against the following six objectives: (To enable students to)

Improve personal performance in basic skills;
Demonstrate the ability to coach others in their skills;
Know about the systems of defence and attack;
Understand the laws of the game;
Be able to officiate and organise each activity;
Understand basic tactics and strategies.

13. The course document gave due consideration to aims, objectives, content, time allocations, methods of teaching/learning and methods of assessment. Opportunities were provided for feedback on the course by a system of weekly tutorials. The quality of course design and presentation indicated the beneficial influence of the HE/FE liaison. The highly structured assessment systems devised for Pre-Diploma courses are relevant to the debate on the exam non-exam dimension of physical education. This issue effectively split the PE profession down the middle, with the examination protagonists taking the stand that PE could be treated in the same manner as any other subject for study, whilst the opposition countered with the argument that this was an unacceptable move away from the practical 'essence' of physical education. Significantly, in the 1970's, staff representatives from such FE courses were involved with their HE colleagues in attempts to establish an 'A' level in this subject. In the 1980's such representatives are again involved in the current discussions between the Associated Examining Board and the proposers of the three 'A' Level Syllabuses recently lodged with the Board.

14. Pre-Diploma courses led to the establishment of variously-named Foundation courses and Sports Studies courses around the country. Although validated only by their own colleges and consequently without any national currency, the popularity of such courses is shown in their tremendous rate of expansion over the last ten years.

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Health Education

15. A second major development came from the traditional role of the physical education section, that of servicing. Many colleges evolved areas of work which contributed to courses run by other departments, although much of this work remained under the heading of 'recreation'. Health education was one such area of work developed in a variety of forms around the country. It was related to a new awareness of health and fitness within society created by such organisations as the Health Education Council and the Sports Council and promoted by various media coverage.

16. Courses were often organised on a modular basis; that is run over limited hours for a set number of weeks, and concentrated on whichever aspect of health and/or fitness which had been identified as appropriate to meet student needs. These needs fell into three main areas:

Individual Concerns:- example - Fitness and the Individual - defining fitness, analysing its components and developing related areas such as somatotyping, endurance and the effects of exercise on the heart, lungs and muscles.

Vocational Concerns:- example - Fitness and Work - fitness at work in various occupations, posture, biological functioning and the effects of sedentary occupation on individual capacity.

Societal Concerns:- example - Health and Safety - safe lifting techniques, first aid, aspects of general health, social influences on health and good health practices.

17. This type of integrated servicing module provided many physical education sections with a relevant input into vocational courses which brought a type of recognition that recreation lacked.

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Community Sport

18. The third major area of growth is community sport. It would be impossible to detail all the developments in this area within the scope of this document. The efforts of the Central Council for Physical Recreation (CCPR) and the Sports Council are well documented in a number of periodicals available from the two organisations. The influence of the concept of 'community' and 'community sport' is not limited to the last decade. The Report of the Wolfenden Committee Sport and The Community published by the CCPR in 1960 was a significant development. This report examined the then current position, outlined the problems involved and went on to urge the establishment of a Sports Development Council. The Council would take over the direct financial relationships then existing between government departments, the composite bodies (CCPR, National Playing Fields Association, British Olympic Association) and the governing bodies of sport. In the early 1970's the Sports Council was formed to put into practice this early vision.

19. Throughout the 1970's realisation of the needs of the community and the ability of the further education college to satisfy such needs has been improved by government funding of agencies involved with inner city area problems and gradual outreaching by further education colleges into areas of community activity. A dichotomy was sometimes observed as colleges sought to respond to local demand in the more traditional areas such as engineering and construction, but failed to support a similar move in sport and recreation, believing it to be the province of either adult education or the relatively new Leisure Services Directorates. More recent developments of attached youth centres and outreach workers have strengthened the place of sport as a medium for personal and social development within local communities.

20. The extent to which colleges have developed links with the community will determine their reaction to the recent Sports Council publication Sport in the Community - the Next 10 years which details a strategy built around three major themes: promoting participation, providing facilities and encouraging excellence. For many colleges this plan represents an ideal opportunity to develop a community

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programme which dovetails into initiatives which will be taking place in the community to mutual benefit.

Summary

21. These three initial developments enabled physical education to contribute to the general growth within FE by the usual process of addition and accretion. The courses devised to meet particular needs were college based and college designed involving no external agencies in their validation. PE staff effectively took a stake in the current FE pattern by providing for students on traditional FE courses.

22. Evidence of the response to these initial developments can be seen in the formulation of regional associations of FE physical education lecturers to promote discussion on curriculum matters and provide a forum for the interchange of ideas and syllabuses. The opportunity to use such organisations as effective pressure groups was not lost on its members, who received copies of courses already implemented in other colleges as well as support from professional colleagues. Valid criticism was often made of the way in which staff used the information they received, sometimes duplicating inappropriate courses instead of modifying them to match the needs of their own particular situation. The DES regional organisations continued to promote school/college conferences, in particular holding a day course in 1978 at Birmingham University, which, for the first time, brought together inspectors, advisers and lecturers in physical education in the Midlands. In 1980 NATFHE Physical Education Section organised a national conference in Sheffield specifically to discuss developments in further education PE. This conference highlighted a variety of topics concerned with curriculum development and role expansion in further education. Interestingly the following three quotations taken from the conference report effectively summarise the general situation in 1980:

> 'There are no overall guidelines, few outside pressures and very little external advice given or available in further education Physical Education' (B S Casson, Plymouth College).

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'Quite frankly, the situation leaves the subject (PE) with very little standing at all, because it is not vocationally viable. This is partly due to the way in which the subject has been interpreted in Colleges of Further Education up to now. Also it is because, generally speaking, few administrators within further education show interest in or understanding of the subject matter' (J Walshaw, Huddersfield Technical College).

'The emphasis still appears to be on 'Recreational' participation with comparatively little thought given to the more scientific and specific educational areas of Physical Education and its application to the various courses followed in College' (summarised by T J Smith, Charles Keene College).

SECOND STAGE OF DEVELOPMENT - VOCATIONAL COURSES

Introduction

23. One of the regional associations referred to earlier was the Midlands Association of Physical Education Lecturers in Further Education (MAPELIFE). They, like others, identified a variety of student needs which could be satisfied by the provision of a wider range of courses run by the PE section. These would:-

i) Meet the needs of individuals as people and citizens;

ii) Make a relevant contribution to their vocational training or vocational aspirations;

iii) Meet the requirements of employers or future employers;

iv) Meet the requirements of other college departments;

v) Contribute to the overall work of the college.

24. This extended the role of the PE Section and broadened the base of the work by providing clear client groups whose needs would be the

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prime considerations in designing courses based both in the FE Section and shorter specialised modules related to the vocational aspects of courses in other departments. The various categories of work provided by this initial identification of student needs were expanded over a period of time to provide a spectrum of possible courses. However, at this stage, the small number of colleges involved in development work was geographically spread, developing courses in isolation from many other FE subject areas. Therefore, not surprisingly, developments occurred in areas most easily justified, giving status and credence within an institution concerned with traditional vocational work.

25. The confidence gained by FE staff in the process of curriculum planning and implementation, liaison with other college staff and departments, was particularly useful as colleges began to be affected by the results of government action to deal with the mounting number of young people unable to find employment. It has been suggested that the colleges' response to this situation was to offer courses which in many subject areas tended to be watered-down versions of those already well-tried and tested. This response raised serious questions as to the provision of education and training in further education colleges:-

a) What do young people need from their education?

b) Have existing courses been designed to meet their current needs?

c) Is sufficient support and advice available to young people about the opportunities being offered?

d) Are lecturers equipped to adapt the content and pedagogy of their courses to the needs of an academically and socially more diverse clientele?

e) Do institutional assumptions prevent or hinder adaptation and change?

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f) What will be the influence on curriculum design and content of such agencies as the Manpower Services Commission (MSC)?

26. For many years PE staff in FE had attempted to convince others of the value of PE in terms of promoting adaptability, giving pleasure and enjoyment through achievement and developing positive attitudes and values which would lead to personal fulfillment. With the advent of courses based on the A Basis for Choice (ABC) model which advocated the development of such transferable skills, why did this argument not come to fruition? Several factors contributed to this situation including the attitudes of the PE staff themselves. Many placed attendance at curriculum development meetings as a low priority in comparison to inter-college matches. They were unwilling, and in some cases unable, to put forward a well-argued case for their subject. The image portrayed was of a track-suited, physically active person often working in isolated parts of the college, unconcerned with future course development. Barriers were often set up by key figures in the college who did not consider PE staff to be part of the curriculum development forum, perhaps due to the technical/industrial background of many college hierarchies. It was also claimed that PE staff failed to achieve their objectives: the practice did not match the claims. If these factors are combined with a lack of specific support for the PE sector by such as the FEU, the reasons become apparent for the failure of the 'physical education contributing to the Educated Man' argument.

The Development of Full-Time Vocational Courses for the Leisure Industry

27. It is at this point where considerable resources are being made available for the funding of vocational training that the nomenclature of 'physical education' becomes a problem. PE is not normally associated in the layman's mind with a vocational area: it has no obvious work destinations other than that of teaching. However, the leisure industry offered PE staff the opportunity to lay claim to one of the few expanding areas of work. The main contention lay in the difficult task of changing pre-conceived attitudes of the

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type of work which, given adequate resources and staff development, could be undertaken by the PE staff. Often a change of name to such as 'the Sport and Leisure Section' became the starting point of a strategy designed to change the views of other staff and indicate more clearly the breadth of work now considered part of the new portfolio. Those PE staff who also had been closely involved in the development of Unified Vocational Preparation courses (UVP) had an advantage in their understanding of the training requirements of Local Authority Leisure Directorates and their experience in negotiating an acceptable curriculum with leisure centre managers and principal officers was invaluable.

The Alternatives Available - YTS or City and Guilds?

28. At this time two avenues of development were open to PE staff wishing to develop full time vocational courses: The City and Guilds 774 Recreation and Leisure Studies Certificate; and the forerunner of the Youth Training Scheme, the New Training Initiative pilot schemes (NTI) otherwise known as 'Super YOPS'. Each course had both advantages and disadvantages. The City and Guilds course was college devised and examined, keeping control of syllabus content and course design firmly in the hands of the PE staff. Recruitment could be made directly by college staff who were able to decide their own recruitment policy in terms of age and qualifications required. The City and Guilds was a recognised, traditional, well respected examination body whose certificates would carry national currency.

29. YTS courses are under the control of the Manpower Services Commission. At the time of writing their design has to match the compulsory framework comprising :

Induction;

Assessment;

Off-the-job training or education;

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Planned work experience;

Guidance and support;

Occupationally based training;

Core skills;

Record and review of progress.

Schemes must also include the set core skills of literacy, numeracy, problem solving and planning, manual dexterity and computer literacy. Their success depends to a considerable extent on the support of local industry for the provision of work placements. The course administrative load is substantial, often made more so as decisions were changed mid course in view of experience gained in the pilot schemes. However, although the currency value of the course remains uncertain, the £25 a week training allowance tends to attract sufficient students to make courses viable. Recruitment is through the local careers office with strict limits on the age of the trainee. The expected expansion in college based courses since the start of the full YTS programme in 1983 has been an incentive to develop this particular course, (although the current and expected cutbacks on YTS college-based B2 courses - have reduced these expectations).

30. An examination of the courses developed within these two categories shows that, despite the diversity of the leisure industry, there was substantial agreement on the main skills and knowledge necessary for a worker in the lower levels of the leisure industry, the broad topic areas being:-

Dealing with the public (communication skills);

Basic administration and office practice;

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The process of leisure and recreation behaviour (aspects of psychology and sociology of sport, recreation and leisure);

Customer Safety (first aid, sports injuries, health and safety etc.);

Organisation of activities (equipment, coaching, officiating, maintenance, setting up),

Social and life skills (personal development);

Practical performance (sports, arts and cultural activities, swimming);

Recreation technology.

31. The City and Guilds 774 course had considerably less time devoted to work placement than the pre-YTS which permitted greater coverage of other theoretical areas such as 'Factors and Problems Affecting the Provision of Leisure and Recreation', 'Human Mechanics' and 'Demography and Population'. The varied recruiting policies of colleges offering 774 ranged from CSE's Grades 3/4 to five 'O' levels, which had implications for the level of work and the standard achieved over the period of the course. This factor, plus the success of the course, encouraged City and Guilds to offer a national four level certificate in Recreation and Leisure Studies from 1983 which aimed to meet the requirements of various sectors of the recreation and leisure industry. The four parts of the scheme are entitled:-

Part 1 General introduction to working in recreation and leisure environments

Part 2 Working in recreation and leisure environments

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Part 3 Organising recreation and leisure environments

Part 4 Managing recreation and leisure environments

Issues arising from the development of vocational courses

Progression

32. The development of YTS and other vocational preparation courses have created concern over the progression available to the student at the end of the course, whether employed or unemployed. In the absence of suitable graded tests the CGLI course is sometimes used to examine aspects of the YTS, thus providing students with a qualification which could be built on in future years. Certain YTS tutors have taken issue with the use of a written examination for a course which is essentially about skill performance and which recruits many young people who have failed under that very same type of examination system.

Staff Development

33. Staff who became involved in vocational courses quickly found the need to develop new skills and techniques. As well as learning the language of MSC courses, techniques such as profiling, assessment and counselling became essential in the successful management of the course.

There was a lack of understanding of the role of CGLI as an examinations institution, whose aim was to provide only examination criteria, not detailed course designs. Many staff struggled to translate the demands of examination criteria into integrated courses with no support forthcoming from CGLI who maintained categorically that staff development was the responsibility of the colleges. However, neither initial teacher training nor teaching experience in schools or colleges in any way prepared PE staff to cope with this type of work. The need for in-service courses linked to other relevant staff development became essential. Alternatively the provision of a specialist option could be offered within initial teacher training courses.

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Effects on the college programme

34. In some instances the new vocational work for the leisure industry filled the gap left by reducing recreational/servicing work. However, in the majority of cases, expansion occurred, providing sufficient extra resources (including increased staffing) to run the course in addition to the usual programme. A small survey (4) indicated that vocational work in some cases accounted for over 40% of the college PE programme.

Those colleges unable to acquire extra resources, but wishing to go ahead with vocational work, were forced to evaluate their programme with a view to reordering objectives and priorities. This proved to be a useful exercise and one which was often only carried out under threat of cutbacks.

The addition of vocational work to the college programme completed the spectrum of courses provided to satisfy the variety of student need found in further education. Figure 1. overleaf shows how the twin pillars of physical recreation and competition have been transformed into a colonnade.

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(4) The survey was undertaken by the Further Education Development Committee which was set up as a sub-committee of NATFHE Physical Education Section in 1982 to examine developments in further education.

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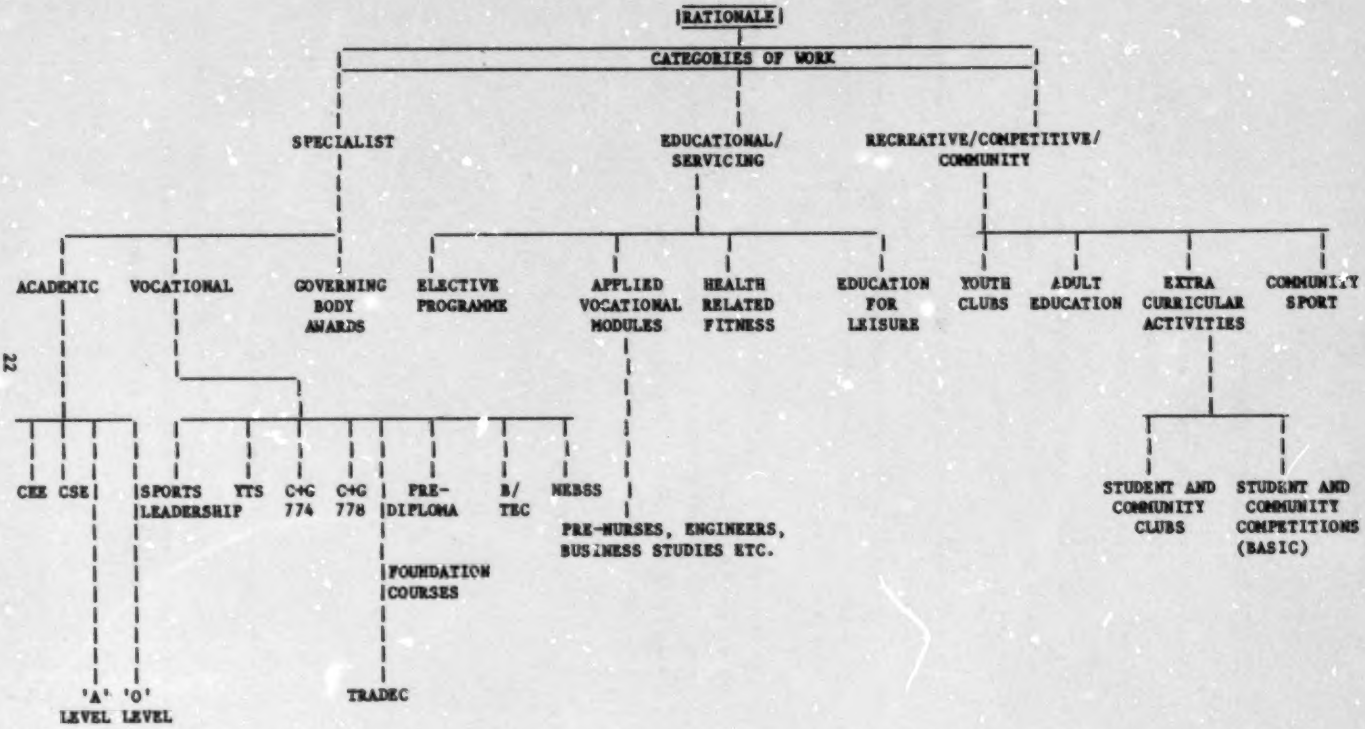
Figure 1. Range of work now available to physical education departments.



If the overall rationale or the course rationale places importance on personal and social development, residentials are often used as a vehicle to achieve some of these objectives.

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FUTURE DEVELOPMENTS

Introduction

35. It has been stressed throughout this document that there is no future for the innovating physical educator without a constant awareness of the changing needs of the client group and the changing environment affecting further education. If trends for development can be identified at an early stage, strategies can be adopted to maximise future course potential whilst at the same time preparing to reduce or axe what will become less relevant areas of work. This marketing type of approach enables the innovator to produce the most appropriate response to the future in the light of constraints and opportunities.

Development of the 'A' level

36. The Associated Examining Board has indicated its willingness to consider an 'A' level within this subject. To this end three very different syllabuses have been lodged with the Board. The 'A' level in Sports Studies proposed by the Sheffield consortium has successfully passed two stages on its journey towards acceptance for piloting, hopefully beginning in September 1985. If this is successful it is likely to attract students who would traditionally be on pre-diploma/foundation/CEE courses. The currency value of such an examination rests on its acceptance as a free standing 'A' level rather than one which is undertaken just by those going on to higher education in the subject. It has been suggested that the risks of duplicating some of the first year work in higher education are high. Recent developments leading on from the London Board's 'O' level in Dance have culminated in the same Board now offering an 'A' level in Dance.

Assessment of Practical Work

37. Progress in establishing recognised 'O' and 'A' level certification has been delayed by a long-standing reluctance to accept appropriate assessment of practical work. Over-much reliance has been placed on

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pen and paper testing. There is now, however, evidence to suggest a growing willingness to recognise the importance of assessing practical work in courses at all levels. This should not be confused with assessing 'performance' in the PE context, where a student is marked on his ability to perform a particular move, for example a forehand drive in tennis. Practical assessment at an 'A' level standard may include the analysis and understanding of performance, as well as the actual physical performance itself. The recent notion of graded tests combined with profile development and the strong emphasis on assessing performance against a standard in YTS courses, has created a willingness to validate the assessment of practical work rather than sidestepping the problem.

Growing Recognition of the Importance of Personal Development

38. In a situation of high unemployment personal development is being recognised as at least as important, if not more so, than academic and vocational qualifications. In a society which is increasingly demanding that its young people are sufficiently flexible to respond to changing circumstances, then possessing the right qualities, attitudes and values is becoming critical in not only securing a job, but coping with rapid change and frequent periods of unemployment. These circumstances have combined to make the argument for physical education contributing towards personal development far more acceptable. The increase in private concerns catering for the outdoor pursuits type of residential in courses for 16-19 year olds is testament to this change of attitude.

World of Non-Work

39. In a report to the MSC, the Institute of Manpower Studies comments

> 'Support for activities outside employment would be strengthened if the 'employment ethic' shifted back to being a 'work ethic' that valued productive activity in the community equally with employment'.(5)

(5) Training for Skill Ownership Institute of Manpower Studies (1983)

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One area of experience recommended by the IMS report as important to the world of non-work is the 'Pursuit of Leisure Activities'. More and more people are becoming aware of the fact that many young people will be unemployed at some time and will need help to cope with this aspect of adult life. This may create a reversal of priorities with leisure studies becoming a recognised essential feature in the majority of courses. Whether this work is undertaken by the PE staff or encompassed within the work of the social and life skills/general studies/personal effectiveness tutor may well depend on the strength of the case put forward by each.

Vocational Course Expansion

40. Response to the City and Guilds 778 (Recreation and Leisure Studies Certificate) course indicates continued expansion within this area, with over 2,000 candidates sitting level 1 alone in 1984. The development of a TRADEC course in Recreation and Leisure recently made available, may well offer limited competition to City and Guilds. Of far greater significance to colleges is the incursion into this market of Mode 'A' managing agents (often run by local authorities or private consultancies). The Institute of Leisure and Amenity Management (ILAM) is in the process of devising training schemes for all levels of the profession and may also need close monitoring. The reduction in provision of Mode 22 (college based) YTS schemes may demand that staff negotiate with Mode 'A' managing agents to provide an off-the-job component related to recreation and leisure studies.

Involvement in providing training for relevant community project workers, local community sports leaders/coaches and voluntary assistants for the community may well become a more significant facet of work for the future.

Special Needs

41. Many colleges are beginning to see the development of a policy to encourage students with special needs of all types to take advantage of further education provision. The work of regional associations

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of PE lecturers in FE is often an early indicator of future developments. A conference run by the Yorkshire and Humberside Association concentrated on the role PE lecturers in FE could play in relating to special needs students, be they physically or mentally handicapped, emotionally disturbed or qualifying in any way for the description of disadvantaged. Publications from the FEU (6) and articles in the Times Educational Supplement all point to a growing awareness of the importance of meeting the needs of this group.

Health Related Fitness

42. This area of work which previously belonged to the medical profession is now firmly within the brief of the physical educationist. The continued media coverage concerning the importance of diet, posture, exercise, and no smoking combined with a sleek, attractive body will continue to attract those who are perhaps lost to sport through previous experience. Expansion in the numbers of private health and fitness clubs, independent operators and classes run by Leisure Directorates or adult education will together constitute considerable competition; often being able to provide a more conducive atmosphere and image in respect of this activity.

The Need for a Systematic Approach to Curriculum Development

43. Due to the familiar problems of disseminating information, many staff are just beginning to examine possibilities for curriculum development within their college. The first DES national conference on curriculum planning in physical education for 16-19 year olds held at Loughborough in January 1984, promoted considerable enthusiasm amongst delegates. Section 2 suggests an approach to the planning and implementation of curriculum development which may also be of use to others currently involved in the process.

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(6) e.g. Skills for Living (FEU, 1982)

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SECTION 2

A SYSTEMATIC APPROACH TO CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION

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2. A SYSTEMATIC APPROACH TO CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION

44. The target of this section is that group of physical educationalists who are not well versed in the process of curriculum development. Figure 2 below presents a linear model of curriculum development, the elements of which are later explained in more detail with reference to the range of courses available in further education.

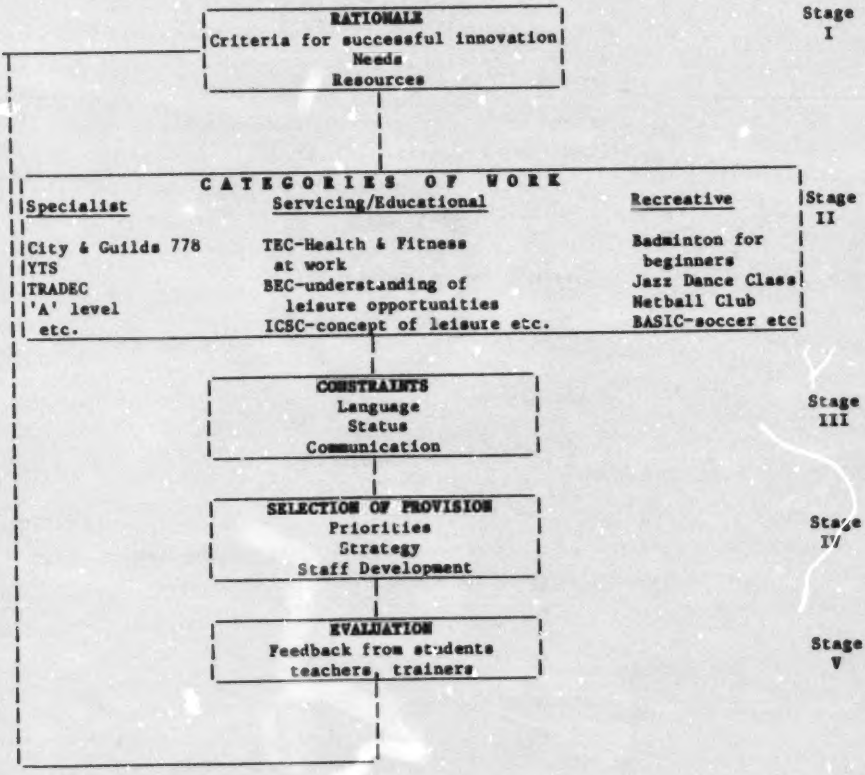

Figure 2

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STAGE I: RATIONALE

45. The PE innovator may be concerned with the removal of attitudinal barriers as well as the establishment of criteria for successful innovation. According to the FEU document Promoting Curriculum Innovation (August 1982) such criteria would include:

a) compatibility with the values and practices of the adopting institution;

b) high degree of acceptance that the innovation is capable of resolving a significant problem;

c) low level of complexity;

d) high ease of communicability;

e) readiness for change in the target system or group;

f) cohesive groups of innovators;

g) strong and supportive leadership.

46. Within a rationale for curriculum development, the two most important factors are the needs of the target groups and the resources that the college can offer.

The projected client groups should be the focus of attention in the preparation of a course, as their needs provide the innovator with the central components of the course. These have to be considered in the context of available resources which include facilities e.g. sports hall, water space, dance studios etc., teaching resources, staff expertise, teaching loads, part-time assistance, work placements and course funding. It is important that the rationale takes into account not only identified needs and contraints but also remains compatible with the values and practices of the existing institution. College aims and objectives provide a useful starting point from which departmental and sectional objectives can proceed.

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47. These overall college aims may differ depending on whether the institution is a technical, community or tertiary college. They may also differ on a regional basis, for instance, a college in North Devon may cater for a population having very different needs from that of a large city centre. The process of matching needs with resources within the framework of overall college aims and developments helps to provide the section with a basis from which relevant courses can be developed or identified and selected from the wide range currently available.

STAGE II: CATEGORIES OF WORK

48. In applying the model to physical education consideration has to be given to the range of courses which exist within the FE sector. The continuum reaches from informal recreation to full time courses in sport/recreation. It embraces developments in many categories but essentially they fall within three major areas of work i.e. specialist, servicing/educational and recreative/competitive.

49. The specialist courses are those which study sport/recreation/leisure as the core element, usually certificating the work, for example City and Guilds 778: Recreation and Leisure Studies Certificate, the proposed 'A' level Sports Studies and YTS courses based on the recreation and leisure industry. The vocational courses are important in the environment of FE because they not only give status to the staff but also credibility to the subject. Nearly all these courses involve external validation and the syllabus demands will have to be considered in the light of staff expertise. (See Constraints on Development - Stage III).

50. The servicing/educational type courses embrace many different emphases on sports-recreation courses. They range from a straight forward approach whereby students participate in the playing of selected activities to the modular approach where activities are used as an agent through which to seek extended worthwhile objectives such as 'fitness for work', 'health and beauty' and 'education for leisure'. Such couses can act as feeders to the specialist courses especially within Continuing Education when mature students often become interested in different perspectives of activities other than practical performance.

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51. The content of courses in the servicing/educational category may in many cases still be left to the decision of the PE lecturer. However, more accountability is being demanded by validating bodies such as B/TEC which insist on modules being written into units and approved before being offered to students on an elective basis. This means that PE lecturers can no longer guarantee receiving service work as an automatic right. To attain a balanced programme it is necessary to undertake some of this work and in so doing build up a bank of proven modules, which can then be submitted to various validating bodies and can be taught by several teachers. This area offers opportunites for the innovator to become involved in the planning of integrated curricula. Its potential development is vast as more emphasis is placed upon social and life skills components which inevitably involve such aspects as dealing with the world of 'non-work' and the importance of self presentation/non verbal communication.

52. The third category is concerned with the recreation programme of the institution. The rationale will determine on what basis college recreation is organised. A considerable number of activities may take place outside timetabled time to cater for all students wishing to participate. By the nature of its concept recreation should be self-selective for the 16-19 year old and should provide a forum for students' social encounters as well as providing skill training and competitive sport. Student Union links can also be encouraged in this area of work to the extent that the Union might organise sports clubs, appoint and finance sports coaches and generally encourage groups of students to further their personal responsibilities in organising their own programmes.

STAGE III: CONSTRAINTS ON DEVELOPMENT

53. Having decided on the rationale and the type of innovation to be undertaken, it now becomes necessary to consider the practical constraints of curriculum development in physical education. One such constraint is that many physical educationalists do not speak the language of FE vocational and curriculum development.

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'If they wish to be involved in vocational preparation physical educationalists will have to use this language' (7)

54. The language to which this refers includes the jargon of work related courses, and so terms like 'work experience' and 'managing agents' have particular connotations for those involved in that area of work. A multitude of acronyms jargon also have to be considered such as MSC, YTS, B/TEC. In trying to establish better communication between the physical education innovator and other sectors of further education, it is necessary to clarify the PE section's title. For instance, in a situation where a substantial proportion of work is related to the sport and recreation industry, should college sections change their titles to reflect the work undertaken, for example sport and recreation/sport and leisure as opposed to physical education?

55. In establishing good practice it is essential that the innovator is aware of the procedure of negotiation for new courses. Familiarity with formal committee procedure is an important skill as is knowledge of the hierarchical structure of committees within the institution. Access is needed to these committees often by the L1/L11 innovators. Once there, the course proposals need to be well presented if they are to gain support from more senior staff and progress through appropriate committee structures.

56. The FE environment is often dominated by advocates of the work ethic which can make development in the non-vocational area of sport/leisure very difficult. Support in overcoming this difficulty is forthcoming both from the FEU and several administrative and validating bodies which advocate development in sport and the arts. Often the development of vocational courses provides staff with a credibility which enables them to be more successful in justifying the non-vocational area of work. Essentially, however, the communicating and convincing still remains the responsibility of the PE innovator.

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(7) J Blythe NATFHE PE Section Conference Bulletin, 1981.

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57. In order to carry out this responsibility PE staff need to:

a) develop good channels of communication not only within college but also with other interested professionals, agencies and institutions within the region;

b) become aware of current developments in community sport/ recreation;

c) encourage ouside representation on the appropriate advisory board;

d) liaise with inspectors, school teachers and advisers.

This is a demanding role when carrying a high teaching load and has implications for traditional job descriptions within the PE section.

STAGE IV: SELECTION OF PROVISION

58. At this point, PE staff, possibly in consultation with others, need to decide which areas of work or new course development will receive priority. Having established both the possibilities for curriculum development and the constraints likely to impinge on any proposals, decisions on course selection must be made which clearly identify the priorities of the section. This aspect of the strategy requires the identification of short, medium and long term objectives.

59. When a particular area of work has been decided upon as suitable for development, a carefully planned strategy should be put forward to the appropriate person or committee. Where new course development is concerned, a course team approach is recommended which involves a team of staff with representatives where appropriate from the PE section, other departments, the recreation industry, the client group and the validating/funding body. The team's responsibilities should be to:

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a) reliably determine participant needs;

b) develop new content and learning methods;

c) design learning situations which challenge the participant in several respects simultaneously, e.g. manual skill, theoretical knowlege, self confidence, working with peers and with supervisors;

d) structure individualised study/enquiry at appropriate junctures;

e) devise methods of organising and monitoring progress;

f) organise in a way that presents the student with an integrated picture of his/her learning as a whole;

g) establish a recognised point of reference and accountability;

h) consult with appropriate funding bodies e.g. MSC, Sports Council;

i) meet frequently to review the progress of students;

j) evaluate the effectiveness of the course structure and methods and discuss practical problems encountered.

60. A summary of staffing requirements, facility requirements and overall costings will need to be prepared.

61. Depending on the type(s) of course(s) selected it may be necessary to appoint a course tutor; certainly this will be so in the case of a full time course in sport/leisure. The tutor becomes the central figure upon whom the success of the course very often depends and whose range of functions can encompass:

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a) implementing the agreed procedure concerning the operation of the course;

b) responsibility for the pastoral welfare of the course members;

c) responsibility for the co-ordination and maintainance of the academic area of the course;

d) providing career advice and support;

e) liaising with parents;

f) initiating a personal profiling system;

g) providing follow up information on students when they leave.

62. The role of course tutor can be very demanding and time consuming, often warranting a time allowance. This new role has strong implications for staff development. The link between curriculum involvement and staff development should lead to a planned career structure in that area of work and consequently areas of special responsibilities can be clearly defined. This development demands feedback from those involved and thus the need for regular section meetings becomes obvious. Once such meetings are in operation, they can become the focal point from which to encourage staff participation throughout the college. A typical development might be short courses for staff in aerobics, fitness training, yoga etc. Similarly a planned career structure can exist for part time staff which in turn would encourage other involvement in section matters, apart from teaching.

STAGE V: EVALUATION

63. Good planning involves taking into account feedback and acting upon it. Evaluation is essential in that it provides relevant information for feedback which is used to assess whether or not the aims and

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objectives of a course have been achieved. Evaluation has five main dimensions which can be represented by the following questions:

Why evaluate (Purpose);

What to evaluate (Subject);

How to evaluate (Method);

When to evaluate (Timing);

How much to evaluate (Volume).

64. These five dimensions must be borne in mind when considering four of the major areas requiring evaluation, which are:

Content/teaching method;

Learning achieved;

Assessment procedures;

Acceptability - in relation to an exam board, employer or outside agency.

Sources of information relating to these four areas can be many and varied, ranging from examination results and profiles, through meetings with course teams and employers to records of student progression, personal tutorials and staff development. Liaison and negotiation with all personnel involved including assessors, moderators, students, employers and many others, all help to provide the feedback necessary for the process of continually monitoring a course in preparation for eventual modification, as indicated in the model. This procedure is also valid in terms of evaluating not only

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one particular course but also the whole subject programme, giving staff the opportunity to reflect on its current balance and ability to meet any identified future needs.

65. Evaluation is often the stage through which clarity and rationalisation are most firmly realised and in this context it should become an ongoing process in which teachers, learners, employers and assessors should be encouraged to participate.

Conclusion

66. Physical education staff have become aware of the need to respond to the rapidly changing environment which characterises the context of further education. Increasingly they are becoming involved in meeting the challenge of changing student and employer needs, recognising the importance of being involved in curriculum development within the college as a respected fellow professional. It is hoped that PE staff considering becoming involved in curriculum development will find the model explained in this section a useful introduction to the process.

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GLOSSARY OF TERMS

This glossary of terms does not set out to provide a philosophical argument as to the true meaning of the terms, something which even the profession has at times failed to agree on, but rather a description of the use of such words in the context of course development and content.

Physical Education

Is concerned with the process of using motor activities to achieve educational aims. Activities undertaken as part of the school curriculum in this subject include games, athletics, outdoor pursuits, dance, gymnastics and aquatics.
Examinations at CSE level are often broad based - such as 'CSE in Physical Education' or concentrating on one or more aspects - such as 'CSE in Dance' or 'CSE in Outdoor Pursuits'. Such courses have a varying proportion of practical and theoretical work.

Sport

Is a term which defines the study of particular activities which can be described as competitive, bounded by agreed rules and regulations where success usually depends on physical ability. Many community schemes such as the CSLA deal with this set of activities. Society's reaction to the existence of such activities forms the basis of the current degrees in 'Sports Studies' and has been put forward as a 'A' level subject with the AEB Board.

Recreation

Is any activity beneficial to the individual undertaken with the specific purpose of enjoyment, amusement or refreshment. It can encompass any activity participated in by the individual outside that period of the day recognised as 'working time' and may include

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for example sport, dance, hobbies and games. This broader categorisation is suitable for use in courses providing personnel for the leisure industry such as City and Guilds 778 Recreation and Leisure Studies.

Leisure

Is the opportunity provided by free time. It is time which allows the individual the chance to participate in any self determined activity outside the recognised 'working time'. This may be active or passive, positive or negative, legal or illegal with participation at any level. The broadening of the concept of recreation to include passive, negative and illegal activities provides a further area of study. Many courses are concerned with guiding people into a positive and constructive use of their leisure time.

Human Movement Studies

Is a field of knowledge with the focal point being the explanation of human movement. 'The many different facets of human movement can be described and explained through the medium of three fundamental modes of thought:
Philosophy (e.g. aesthetics and philosophical psychology)
Physical Sciences (e.g. kinesiology and biomechanics)
Human Sciences (e.g. psychology, social psychology, cultural anthropology and history)'(8).
Due to its structured, academic, multidisciplinary approach to movement this term is normally found in relation to a degree subject at polytechnic or university level.

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(8) P Renshaw. Human Movement Studies and the Curriculum. Unpublished Paper. University of Leeds.

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c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments and developments in further education.

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